DOCUMENT RESUME

ED 308 661 EC 220 525

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TITLE A Taxonomy of Instructional Objectives for Developmentally Disabled Persons: Personal Maintenance and Development: Homemaking and Community Life; Leisure; and Travel Domains. Working Paper 85-2. COMPETE: Community-Based Model for Public-School Exit and Transition to Employment.
INSTITUTION Indiana Univ., Bloomington. Center for Innovation in Teaching the Handicapped.
SPONS AGENCY Indiana State Dept. of Mental Health, Indianapolis.; Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE Oct 85
GRANT G008430112
NOTE 63p.; For related documents, see EC 220 524-535.
PUB TYPE Reference Materials - Vocabularies/Classifications/Dictionaries (134) -- Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Behavioral Objectives; *Classification; *Daily Living Skills; *Developmental Disabilities; High Schools; Homemaking Skills; Independent Living; *Leisure Education; Normalization (Handicapped); Self Care Skills; Student Educational Objectives; *Training Objectives; *Travel Training

ABSTRACT

The purpose of Project COMPETE is to use previous research and exemplary practices to develop and validate a model and training sequence to assist retarded youth to make the transition from school to employment in the most competitive environment possible. The taxonomy described in this project working paper focuses on instructional objectives in four domains. In the "Personal Maintenance and Development" domain are listed goals and objectives pertaining to routine body maintenance, illness treatment, establishing and maintaining personal relationships, and handling "glitches" such as equipment breakdowns. The "Homemaking and Community Life" domain focuses on goals and objectives related to finding and caring for one's living quarters, getting along with neighbors and others in the community, and handling the "glitches" that arise during daily community life such as household supplies depletion. The "Leisure" domain identifies goals and objectives for developing leisure activities, performing leisure activity routines, co-existing with others during leisure times, and handling such "glitches" as equipment breakdowns. In the "Travel" domain are listed tasks related to routine travel in the community, use of conveyances, co-existing with others while traveling, and handling glitches such as schedule changes. For each goal, the taxonomy also notes desirable precursors which, though not required prior to the time of instruction, can make instruction easier. (JDD)

A TAXONOMY OF INSTRUCTIONAL OBJECTIVES FOR DEVELOPMENTALLY DISABLED PERSONS: PERSONAL MAINTENANCE AND DEVELOPMENT: HOMEMAKING AND COMMUNITY LIFE; LEISURE; AND TRAVEL DOMAINS

R.B. Dever

Working Paper #85-2

EC 221525

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Center for Innovation in Teaching the Handicapped
Indiana University
Bloomington, Indiana

October, 1985

Project COMPETE (Community-based Model for Public School Exit and Transition to Employment) is one of ten service demonstration projects funded to investigate secondary education and transition services for severely handicapped youth. COMPETE is a cooperative effort between the Center for Innovation in Teaching the Handicapped at Indiana University, and agencies in Columbus, Indiana: Developmental Services, Inc., and the Bartholomew County Special Services Cooperative.

The purpose of COMPETE is to develop and validate a model that applies the results of previous research and exemplary practices. Project COMPETE is developing a training sequence to assist moderately, severely, and profoundly retarded youth in making the transition from school to employment in the most competitive environment possible. COMPETE is also concentrating on establishing formal linkages between the rehabilitation center and the public school system in order to ensure a totally integrated continuum of preparation for youth from secondary through post-secondary levels.

The attached working paper is one product of this project. For more information on Project COMPETE, please contact any of the project staff listed below.

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Preparation of this working paper was supported by Grant No. USDE G008430112 from the U.S. Office of Special Education and Rehabilitative Services. The author was encouraged to freely express his opinions. Points of view expressed herein do not necessarily represent policies or opinions of the funding agency.

Preface

This paper is the second in a series focusing on curriculum for developmentally disabled people. Whereas the first working paper presented the Vocational Domain, this paper presents the other four domains (Personal Maintenance and Development, Homemaking and Community Life, Leisure and Travel). Many goals and objectives listed in these domains are related to performing work, such as travelling to and from work, arising in the morning, dressing, and a host of other tasks and skills. Thus, despite the fact that transition from school to work is the primary focus of COMPETE, the other four domains took on great significance, and had to be developed as well. The result is presented in this paper.

The work on the taxonomy began in 1980, when a curriculum project was instituted at the Muscatatuck State Hospital and Training Center, in Butlerville, Indiana (Dever, 1983). From that time to the present, a number of groups of people, working in various curriculum projects and/or workshops, have participated in the project as the taxonomy has gone through various stages of development.

The work presented in this document was supported by Project COMPETE. It was carried out in cooperation with the staffs of the Bartholomew County Special Services Corporation (BSSC) and Developmental Services, Inc. (DSI), of Columbus, Indiana. The author's role was to establish the parameters, challenge the group, and organize the collective thought. The group worked long and hard at the task, and the efforts of all the members, with many thanks, are hereby acknowledged. The members of this group were:

BSSC Staff	DSI Staff
Sandra Allen	Mary Austin
Emily Baker	Rita Coyle
Debra Goens	Nancy Pulley
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While this paper seems to be well on the way to providing a list of the tasks that developmentally disabled learners must learn in order to seem like everyone else, it is only partially complete. Every day new ideas pop up and become incorporated, and the work will probably continue for some time. Nevertheless, it is sufficiently well developed to present in working paper form.

INTRODUCTION

A taxonomy of instructional goals and objectives is a guide for curriculum developers. It is an organized list of goals and objectives which will prove useful to personnel in various settings as they begin to develop curricula for teaching their developmentally disabled learners to function in the community.

Probably the most critical curriculum development action is to establish the instructional aim (Dewey, 1902; Popham & Baker, 1970; Taba, 1962; Tyler, 1949). This decision sets up all subsequent decisions relative to curriculum content, and in fact, totally determines instructional content by guiding what should be included or excluded from consideration. Therefore, the first task is to establish the instructional aim.

Independence: The Aim of Instruction for Developmentally Disabled People

The taxonomy was developed under the assumption that it is necessary to know what to teach learners before they can be taught anything. If we know exactly what it is they must learn to do, we can find a way to teach them to do it. If, however, we do not know what they must learn to do, anything they learn will be the result of accident, not instruction. Therefore, the first task was to establish the aim of the taxonomy (and, by extension, any curricula developed using it as a guide).

"Independence" is commonly seen as the aim of curricula for developmentally disabled people. Unfortunately, it is an elusive concept: although many of us think of ourselves as being independent, our ability to survive actually depends on a large number of other people. To give only a few examples, we rely on others to bring food to the markets, to cart garbage away, to fix the streets, and to put out fires. Clearly, teaching people to be "independent" does not mean teaching them totally to lack dependence on others. Therefore, if this concept is to serve as a guide for the instruction of developmentally disabled people, it must be clarified.

An earlier paper presented the definition of "independence" under which all work on the taxonomy has been carried out. It is as follows:

> Independence is exhibiting behavior patterns appropriate to the behavior settings that are normally frequented by others of the individual's age and social status in such a manner that the individual is not perceived as requiring assistance because of his behavior. (Dever, 1983)

This definition relies on the concepts of "behavior pattern" and "behavior setting" as developed by Roger Barker (1968). Briefly, these terms refer to the fact that human behavior is determined by the setting in which people are found, and that the

behavior of an individual in any behavior setting is far more similar to that of other people in the setting than it is to the behavior of the same individual across different settings. Literally, behavior settings determine the behaviors we are allowed to exhibit. That is, when we go to a supermarket, we must do the things that people do in supermarkets, and when we go to a church, we must do the things people do in the church. Indeed, if anyone were to do in a supermarket what people do in church, the consequences to the person could be severe.

Under this definition, "independence" provides a clear aim for the taxonomy and for curricula derived from it. in colloquial terms, it says that we must teach developmentally disabled people to go where other people go, do what they do there, and not seem to be different because of their behavior. Given this aim as a guide, the work of building a taxonomy required that daily life in the community be analyzed, catalogued, and organized in such a way that the information can guide instruction.

STRUCTURE OF THE TAXONOMY

The taxonomy is set forth in terms of goals and objectives. These terms are somewhat confusing in the curriculum literature, and in fact, are often used interchangeably (Tanner & Tanner, 1980). For the purposes of this organization, it was deeemed necessary to differentiate the terms clearly. The distinction between "goal" and "objective" made here depends on another distinction, that between the terms "curriculum" and "program," as made by Dever (1983).

A "curriculum" is the statement of the set of tasks and skills that anyone would have to learn in order to attain a goal or a set of goals. A "program", on the other hand, is the set of tasks and skills a specific learner will be taught over a given period of time. Whereas a program focuses on what to teach to John Jones or Mary Smith, a curriculum ignores individuals, and focuses only on universal instructional requirements for reaching goals, i.e., what any learner would have to do to go through the curriculum. Useful curricula provide program planners with guides for the development of individualized program plans.

A "goal" is the end of instruction. This statement has multiple meanings, however, because there is more than one end point of instruction. For example, under Pl 94-142, individualized educational programs are required to list goals in terms of what a learner is supposed to learn to do prior to the time his/her next individual program plan is developed (Haring, 1977). Such goals are always supposed to be attainable for the learner. A curriculum goal, on the other hand, is quite different since it is a statement of the end point of the curriculum. These goals do <u>not</u> have to be attainable in the near future: realistically, it may take many years for some developmentally disabled learners to reach a particular curriculum goal. Even further, it is a sad fact that some developmentally disabled

people will never in their lives reach many curriculum goals because they do not have the physical and/or intellectual ability to do so. The fact that some people cannot reach a curriculum goal does not negate the goal, however. It simply means that some people cannot go all the way through the curriculum.

Similarly, a distinction must be made between an objective for an individual program, and an objective in a curriculum. That is, although the term "objective" in both cases can be thought of as being either a step toward a goal or a part of a goal, the two are not identical: an objective in a program plan is a step toward a program goal, while an objective in a curriculum is a step toward a curriculum goal. Note that a curriculum objective can also be a program goal, i.e., it may be the thrust of a learner's current program. The reverse is not true, however, i.e., a program objective will never become a curriculum goal.

Therefore, for the purposes of this taxonomy of instructional goals and objectives, the term "goal" will refer only to the point at which instruction can terminate for the learner who can successfully perform the goal behavior(s) with no assistance or prompting. These goals will have Roman Numerals preceded by a letter indicating the Domain (e.g., "P" for the Personal Maintenance and Development Domain), e.g., H/I, and H/III. "Objectives" wil be more specific, and will be listed under the goals. They will lack a letter and have numbers, such as 5, and 5.03 that indicate objectives and subobjectives. These numbers locate each objective relative to both the goal and other objectives leading to that goal.

DEVELOPMENT PROCEDURE

The basic procedure for developing the taxonomy was worked out by the first group that participated in the Muscatatuck project in 1981. The process is as follows:

Step 1. The first step was to recognize the fact that we humans are creatures of routine (Vogelsburg, Anderson, Berger, Haselden, Mitwell, Schmidt, Skowron, Ulett & Wilcox, 1980). We each get up at about the same time every day, we go through the same steps every morning before we go to work, we eat the same things consistently ("If it's Tuesday it must be chicken"), and we even take showers by touching the soap to the same spot on our bodies every time we begin a shower. From this idea came the hypothesis that it would be possible to develop a statement that characterizes "Everyman," the character from Medieval literature who represents each and every one of us in our daily lives.

For curriculum purposes, the assumption behind the development of the routines is that, to become independent, developmentally disabled people would have to be able to perform routines similar to those of Everyman. That is, because "independence" has been characterized as going where others go, and doing what they do there, we can teach developmentally

disabled people to be independent by teaching them to go through daily routines that make them appear to have lives similar to other people in the community.

Therefore, the Muscatatuck groups developed a set of routines which encapsulate our ordinary, day-to-day lives. All groups that have participated in the project since that time agree that the routines do indeed represent the manner in which we go through our day-to-day lives. For example, each of us gets up in the morning, attends to our daily ablutions, eats breakfast, dresses, secures the living quarters and goes to work. When we get to the work site we go through a routine of settling in, performing our jobs, taking breaks, etc. The routines of individuals appear to vary only in details, e.g., some people do not eat breakfast. Taken as a whole, therefore, the routines developed for the project appear to work well, and have proven useful for the purposes of developing this taxonomy.

Step 2. The next step was to analyze the daily life of "Everyman" in an attempt to discover how to get through the routines without extraordinary assistance. This step resulted in the set of goals and objectives listed in this paper. This analysis was carried out in the following manner:

Each step in the routines was considered in an attempt to discover the "critical effects," or the required outcomes (White, 1980). For example, to get through the day at work, workers must get along with the boss and fellow employees. If they do not, they risk losing their employment. Therefore, learning to get along with the boss and fellow employees is a critical effect in the vocational domain. These critical effects became the goals that are listed in the taxonomy.

Next, the critical effects were considered in an attempt to derive the "critical functions[1]" or accomplishments required to generate the critical effects. For example, a critical effect for maintaining employment is for the learner to perform a job. The critical functions for performing a job are: (1) Learn the job; (2) Perform the job; and (3) Learn to perform other tasks

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[1] At first glance, the analysis of critical functions may appear synonymous with task analysis. It is not, because the variables introduced by individuals and/or situations are not considered when identifying critical functions. Whereas a task analysis attempts to discover how John Jones or Mary Smith should perform a task, an analysis of critical functions attempts to identify the things that must get done to get to the end successfully. Thus, the critical functions for the task of preparing a meal would be: (1) Assemble all foods and materials; (2) Prepare each food; and (3) Serve. Note that no mention is made of what kinds of foods will be prepared, nor how the preparation is performed: only the required accomplishments are listed.

that the learner may be required to perform from time-to-time, such as when it is necessary to "fill in" for an absent fellow worker.

The listing of the critical functions constitutes the listing of the objectives for the taxonomy. Taken together with the goals, they provide a list of the things people must do in order to obtain and hold a job. They are listed in areas within each domain (see taxonomy for explanations in each area). The Vocational, Homemaking and Personal Maintenance, and Leisure Domains are parallel to one another, since they each focus on tasks that must be performed in the community. Personal Maintenance and development and Travel Domains are slightly different, because they focus on a different subject matter. In each of the five domains, however, two areas run parallel: The area of Co-existing with others, and the area of "Glitches". In essence, it is the fact that interpersonal relationships are so different in each of the five domains that separates the domains one from another.

The reader will note that most of the entries in the taxonomy seem common, and indeed, this document does reflect information that can be found in other places. The differences between this taxonomy and others will be found (a) in its completeness, and (b) in the addition of the category of "glitches", which seems not to be found elsewhere, i.e., this category is probably the only one not appearing in most other current curricula, and appears to provide an original contribution.

3. Step 3. At this point, the analysis of desirable precursors began. Instructional personnel often think in terms of prerequisites, or skills that must be present prior to the time that instruction in another task can begin. For example, it is impossible to teach a learner to walk until that learner knows how to stand. Similarly, it is not possible to teach a learner to hold a full time job in the community until that learner has established the physical endurance required to do so.

It is interesting to note that there are fewer prerequisites to independent functioning than many people assume. For example, many instructors assume that it is necessary to teach people to make change for a dollar prior to the time they are taught to make purchases. But in fact, as White (1980) points out, a learner who can count to ten can make purchases up to eleven dollars by counting out a number of dollars equal to the number to the left of the decimal on a price tag, and adding one more for the numbers to the right. Someone will give the learner change, and most often, it will be the correct change. A simple change in method of performing the task thus makes it teachable. So many goal skills can be taught by considering alternate methods for performing the tasks involved in them that true prerequisites appear to be few indeed.

A precursor, on the other hand, is some skill, the presence of which makes instruction easier even though there is no requirement that the skill be present prior to the time instruction begins. For example, teachers classically teach undressing skills prior to teaching dressing skills, presumeably because the required motor acts need not be as refined for undressing as they are for dressing. There is no requirement that these tasks be taught in this sequence (at least not in the same sense that it is necessary to teach standing prior to teaching walking). Rather than being prerequisite, such skills are precursors.

From an instructional point of view, the distinction between prerequisites and precursors is important. That is, there are many skills and tasks that make instruction easier if the learner knows how to perform them, but that are not necessary to the learning of the objectives. These skills and tasks are desirable, but not prerequisite. Hence the heading "Desirable Precursors" that appears in each major section of the taxonomy. These sections contain the skills and tasks that experienced teachers and vocational trainers believe important enough that serious efforts should be made to try to teach them. However, a learner who does not learn the desirable prerequisites should not be prevented from working on the objectives that constitute the goals.

CONCLUDING STATEMENT

The above analysis has yielded a list of tasks and skills that now constitute the goals and objectives of the taxonomy. They are not listed in any instructional sequence, however, because such a sequence would depend, to a large extent, on specific factors found in the learner and in the local community. For example, when is it necessary to teach a learner to keep his job station neat and clean? The answer is different for a learner who is being trained as a busboy than it is for one being trained to be a garbage collector. Therefore, sequence of instruction is not an issue in the taxonomy. It would be an issue, however, in any curriculum project that uses the taxonomy as a guide.

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DOMAIN P

PERSONAL MAINTENANCE AND DEVELOPMENT

Independent people take care of themselves: they keep their bodies clean, they take care of their clothing and personal effects, they maintain their health, etc. And when things happen to their bodies they either take care of the problem by themselves, or they seek medical assistance. In addition, they make friends and (if all goes well) live in a family context, both of which must be nurtured. Finally, independent persons also find that Murphy's Law is constantly in effect, i.e., "if anything can go wrong, it will." Therefore, they must respond to the "glitches" that show up in everyday life. They range from the shampoo bottle that is found empty after the shower begins to the sleepless night that leaves one tired the next day.

P I: Goals and Objectives Related to Routine Body Maintenance

It is important for everyone to maintain their bodies in good condition. There are two main reasons: (1) Good physical condition allows us to perform and continue to perform the tasks and duties of everyday life; consequently, one's body should be in the best condition possible, including (a) strength, agility and endurance, and (b) general health; (2) In order to get by in the social world without attracting negative attention, one should present the best possible appearance to others, including (a) dress, (b) bodily cleanliness and neatness, and (c) posture. In each of these areas developmentally disabled people have tended to suffer. An inordinate number of developmentally disabled people are in woeful physical condition, and too many are allowed to present an inappropriate appearance to the world. Neither condition works to their advantage. It is a reality that developmentally disabled people must appear more "normal" than "normal" people just to be allowed to melt into the crowd. Therefore, establishing and maintaining good physical condition and appearance are both very important to this group.

P/I A <u>The Learner Will Maintain Personal Cleanliness</u>

One of the more important areas of personal maintenance is that of personal cleanliness. The person who keeps his body and clothing clean will be able to enter more situations than one who is dirty and smells bad. Therefore, personal cleanliness is a major area of instruction for developmentally disabled persons.

1. Bathe
   - 1.01 Shower/bath
   - 1.02 Hands/face
2. Shampoo hair
3. Brush teeth
4. Maintain clothing cleanliness
   - 4.01 Underwear
   - 4.02 Outer clothing
5. Care for menses (females)
6. Clean nails
   - 6.01 Fingernails
   - 6.02 Toenails
7. Clean nose
   - 7.01 Colds, allergies, etc.
   - 7.02 Dust, dirt
   - 7.03 Other
8. Eliminate waste
9. Care for skin
10. Other

P/I B: The Learner Will Groom Self

Grooming is also very important for developmentally disabled people. The person who is obviously kempt will not only be allowed to go more places and do more things than one who is unkempt, he will also be seen as being more competent. Therefore, it is necessary to teach learners to present their physical selves in the best possible light.

1. Keep hair trimmed and neat
    1.01 Barber (Males)
    1.02 Hair stylist (Females)
2. Comb/brush hair
3. Shave
    3.01 Face (males)
    3.02 Legs and underarms (females)
4. Trim nails
    4.01 Fingers
    4.02 Toes
    4.03 Cuticles
5. Use deodorant
6. Use makeup (Females)
7. Other

P/I C: The Learner Will Dress Appropriately

Clothing contributes to a major part of appearance. It is important not only to attend to the type of clothing one wears, but also to the manner in which one wears it. Many developmentally disabled persons live on limited budgets, and food and shelter may have priority over clothing purchases. Nevertheless, even people on limited budgets can learn to look neat if they are taught to select and wear appropriate clothing. Needless to say, people who have sufficient funds should never learn to "dress retarded." Dressing appropriately also includes the selection of specific clothing to fit both location and weather conditions.

1. Maintain neatness in clothing
    1.01 Fit
    1.02 Adjustment
    1.03 Cleanliness
        1.03.01 Wash
        1.03.02 Dryclean
        1.03.03 Brush
        1.03.04 Other
2. Maintain shoes
    2.01 Fit
    2.02 Wear
    2.03 Cleanliness
2. Observe local clothing style(s)
3. Coordinate clothing colors and patterns

P/I C Dress Appropriately (Cont.)

4. Wear appropriate clothing for activities
   - 4.01 Formal
   - 4.02 Sports
   - 4.03 Work
   - 4.04 Leisure
   - 4.05 Other
5. Wear clothing appropriate to location
   - 5.01 Indoors/outdoors
   - 5.02 Formal/informal
   - 5.03 Other
6. Wear clothing appropriate for weather
   - 6.01 Temperature/humidity
   - 6.02 Precipitation
   - 6.03 Wind factors
   - 6.04 Change wet clothing
   - 6.05 Other
7. Repair or discard worn clothing
8. Discard out-of-style clothing
9. Other

P/I D: <u>The Learner Will Observe Appropriate Sleep Patterns</u>

Another illness prevention pattern is getting appropriate amounts of sleep. While it is true that some people need less sleep than others, everyone needs some sleep. Those who do not get what they need pay the price in reduced effectiveness at their jobs and other things they must do. They also run the risk of debilitating illness.

1. Establish required sleep patterns
   - 1.01 Learner's physical requirements
   - 1.02 External factors
     - 1.02.01 Job schedule
     - 1.02.02 Chore schedule
     - 1.02.03 Activity schedule
     - 1.02.04 Other
2. Follow required sleep pattern

P/I E The Learner Will Maintain Nutrition

Maintaining nutrition is more than a matter of eating regularly: it requires balancing one's diet in order to keep one's body as healthy as possible. It involves eating the "right" things, avoiding the "wrong" things, and monitoring the quantity of ingestion.

1. Eat balanced meals
    - 1.01 Meats
    - 1.02 Dairy
    - 1.03 Breads
    - 1.04 Fruits
    - 1.05 Vitamin supplements
2. Monitor quantity of food
    - 2.01 Breakfast
    - 2.02 Lunch
    - 2.03 Dinner
    - 2.04 Snacks

P/I F: The Learner Will Exercise Regularly

Regular exercise is known to benefit everyone. While few developmentally disabled people will become recognized athletes (although it does happen), most can participate in some form of regular exercise, whether it be walking, swimming, calisthenics or some other form. It is important to the maintenance of health, endurance and vigor.

1. Exercise cardiovascular system
2. Exercise skeletal muscle system

P/I G: The Learner Will Maintain Substance Control

One of the most potentially devastating problems for anyone is loss of control due to drug or alcohol abuse. The effects on the body and mind can be terrible. It is important to teach developmentally disabled persons (just as it is to teach anyone) to control the use of such dangerous substances.

1. Control use of dangerous substances
    - 1.01 Drugs
    - 1.02 Alcohol
    - 1.03 Tobacco
    - 1.04 Other
2. Seek assistance if substance use is out of control

P/I: H <u>The Learner Will Get Regular Medical Checkups</u>

It is important to get regular medical and dental checkups. Prevention of illness is better than any cure, and developmentally disabled learners should focus on prevention in their health maintenance programs.

1. Get scheduled checkups
   - 1.01 Physician
   - 1.02 Dentist
   - 1.03 Other
2. Follow medical directives

PP I (<u>Desirable Precursors</u>)

PP/I A <u>Identify</u>: body and clothing cleaning equipment; body and clothing cleaning materials; body parts; locations for tasks; activity changes; colors; patterns (solids, stripes, checks, etc.); smell of sweat and dirt; "pretty"; "handsome"

PP/I B <u>Discriminate</u>: "neat/not neat"; "clean/not clean"

PP/I C <u>Use</u>: scissors grip; pincer grip

PP/I D <u>Other</u>: <u>Strength and endurance</u> sufficient to perform tasks; <u>Locomotion</u>

P II: Goals and Objectives Related to Illness Treatment

Everyone gets injured or ill occasionally. When necessary, illness and injury must be treated in some fashion. Sometimes illnesses and injuries are minor, and can be treated by the person himself, but at other times the problem is of such a nature that medical assistance is required. Developmentally disabled persons must learn the difference between self-treatable and other problems, and what to do about illness or injury when it strikes.

P/II A: <u>The Learner Will Use Appropriate First-Aid and Illness Treatment Procedures</u>

First aid is basic to independence. Learners must know what to do about minor injuries and illnesses ranging from small cuts and scrapes to headcolds and flu.

1. Identify injuries requiring first aid
    - 1.01 Minor cuts
    - 1.02 Scrapes
    - 1.03 Splinters
    - 1.04 Sprains
    - 1.05 Burns
    - 1.06 Minor illnesses
    - 1.07 Occasional headache
    - 1.08 Other
2. Treat minor injuries
3. Maintain first-aid supplies
4. Identify illness requiring home treatment
    - 4.01 Colds
    - 4.02 Flu
    - 4.03 Other
5. Other

P/II B: The Learner Will Obtain Medical Advice and Treatment When Necessary

The difference between major and minor illness or injury is often apparent, but sometimes it is not. Headaches, for example, may indicate serious internal problems, or they may be the simple byproduct of a headcold. If for no other reason than the fact that it is less expensive to treat as many problems as possible at home, it is necessary to learn to distinguish between those problems that require medical assistance, and those that do not.

1. Identify injury or illness requiring medical intervention
   - 1.01 Cuts
   - 1.02 Burns
   - 1.03 Sprains
   - 1.04 Broken bones
   - 1.05 Pain
   - 1.06 Illness
2. Follow emergency procedures when appropriate
   - 2.01 Emergency Medical Service (EMS)
   - 2.02 Telephone 911
   - 2.03 Physician
   - 2.04 Dentist
   - 2.05 Other
3. Follow routine procedures when appropriate
   - 3.01 Periodic examinations
     - 3.01.01 Physician
     - 3.01.02 Dentist
     - 3.01.03 Optometrist
     - 3.01.04 Other
   - 3.02 Minor illnesses

P/II C: The Learner Will Observe Required Medication Schedules

When medicine is prescribed, the schedule must be adhered to or it may not benefit the learner. The reason is that medicines vary: some must be taken once a day, some more often; some must be taken with food, some on an empty stomach; and some interact positively or negatively with others if taken simultaneously. Because they tend to have more medication than most people, developmentally disabled learners must learn to follow medication schedules.

1. Obtain prescription for medication
   - 1.01 Amount
   - 1.02 Frequency
   - 1.03 Termination procedures
   - 1.04 Other
2. Follow prescribed course of medication

P III: Goals and Objectives Related to Establishing and Maintaining Personal Relationships

Establishing and maintaining relationships with family and friends is important because these relationships are fundamental to human existence. Unfortunately, our relationships are not always pleasant. Family life, for example, can be hellish (as is the case when relatives are physically or mentally abusive). In such cases, it is important for learners to learn how to get assistance. Similarly, the right friendships can make life pleasant, but the wrong ones can cause great difficulty, as is the case when one's friends are either unfriendly or non-existent. Therefore, it is necessary not only to learn to make friends, but to make the right friends.

P/III A: The Learner Will Interact Appropriately With Family

The family is usually thought of as the center of our society. For many people this idea is reality, but for many others it is not. Some people do not have families at all, while others have families that are full of hatred and pain. Nevertheless, family ties are often strong, and developmentally disabled persons must learn to handle whatever relationships exist in a productive manner. Moreover, if instruction is successful, developmentally disabled persons may well have families of their own. If they do, they will have a different set of relationships to maintain than is the case when they play the role of son, daughter, or sibling.

1. Perform required interactions
   - 1.01 Parents/guardians
   - 1.02 Siblings
   - 1.03 Spouse
   - 1.04 Children
   - 1.05 Other
2. Refrain from required non-interactions
3. Observe demeanor requirements within family
4. Observe conversational constraints within family
5. Make appropriate response to emotions of family
6. Make appropriate emotional responses to family members

P/III B: The Learner Will Make Friends

Friends are important, and recent data indicates that many developmentally disabled persons lack friends: they may go to school or work, but they come home and sit. Perhaps one of the reasons so many in this group lack friends is that they have not been taught to make them.

1. Identify potential friends
   - 1.01 Same sex
   - 1.02 Opposite sex
2. Make appropriate overtures
3. Make friends

P/III C: The Learner Will Interact Appropriately With Friends

Once friendships have been made, they must be maintained. It can be both tricky and difficult to do so, but appropriate friendships are worth the effort.

1. Observe required interactions
   - 1.01 Same sex
   - 1.02 Opposite sex
2. Refrain from required non-interactions
3. Observe demeanor requirements
4. Observe conversation constraints
5. Respond appropriately to inappropriate conduct of friends
   - 5.01 Manipulation
   - 5.02 Harassment
   - 5.03 Teasing
   - 5.04 Other
6. Make appropriate response to emotions of friends
7. Make appropriate emotional responses to friends

P/III D: The Learner Will Respond to Inappropriate Conduct of Family and Friends

Sadly, many persons, including developmentally disabled persons, will experience inappropriate conduct on the part opf others within their families. In extreme cases, such conduct may consist of physical and mental abuse, including neglect and sexual abuse. Those who experience it must be able to respond to it before it affects them too greatly.

1. Respond to inappropriate conduct of family members
   - 1.01 Incest
   - 1.02 Abuse
   - 1.03 Fighting
   - 1.04 Other
2. Respond to inappropriate conduct of friends
   - 2.01 Sexual
   - 2.02 Manipulation
   - 2.03 Harassment
   - 2.04 Other

P/III E: The Learner Will Respond Acceptably to Sexual Needs

Like anyone else, developmentally disabled persons can have active sexual lives. Those who are able to be active sexually have the right to do so if they so choose. Sexual activity, however, is socially constrained, and breaking the rules will bring negative attention. Therefore, learners must be taught to express their sexuality in socially acceptable ways.

1. Identify sexual needs
2. Respond appropriately to social constraints when satisfying sexual needs

P/III F: The Learner Will Obtain Necessary Assistance in Maintaining Relationships With Family and Friends

Any personal relationship can fall apart, and when it happens, it is accompanied by sadness or pain. Sadness and pain accompany loss of friendships or loving relationships. If the pain is great enough, it may be necessary to obtain outside assistance.

1. Identify problems in personal relationships
   - 1.01 Family
   - 1.02 Friends
   - 1.03 Community
   - 1.04 Other
2. Obtain assistance in coping with personal problems
   - 2.01 Family
   - 2.02 Friends
   - 2.03 Professionals
   - 2.04 Other

PP III: (Desirable Precursors)

PP/III A Identify: present location; current activity; emotions (pleasure, happiness, anger, fear, hatred, pride, other); family members; peers; "responsible person"

PP/III B Discriminate: "self/others"; "male/female"; "peer/other"; "touch/no touch"; "classmates/staff"; "schoolpeople/non schoolpeople"; "parents/sibs"/"secondary family members"; "problem/non-problem"; "family/non-family"

PP/III C Use:

P IV: Goals and Objectives Related to The Handling of "Glitches"

As in each of the other domains, things can and do go wrong in our personal lives. Everyone has problems with friendships and family, and we get surprised when schedules change or supplies run out. Whatever happens, developmentally disabled persons must learn to handle the ups and downs associated with their personal lives.

P/IV A: The Learner Will Cope With Changes in Daily Schedule(s)

Changes in scheduled activities can be very disruptive to developmentally disabled persons. Maintaining personal balance is partly a matter of coping with such disruptions.

1. Cope with sleep pattern disruptions
   - 1.01 Insomnia
   - 1.02 Activity induced
   - 1.03 Other
2. Perform alternate activities during changes in daily routine(s)
   - 2.01 Holidays
   - 2.02 Weather days
   - 2.03 Other

P/IV B: The Learner Will Cope With Equipment Breakdowns or Materials Depletions

As much as anyone tries to maintain appropriate supplies, it seems that the soap always runs out after the body is good and wet. It is necessary to learn to cope with such events.

1. Repair or replace broken equipment
   - 1.01 Grooming
   - 1.02 Personal cleaning
2. Replace depleted materials
   - 2.01 Grooming
   - 2.02 Personal cleaning

PP IV (Desirable Precursors)

PP/IV A Identify: personal possessions
PP/IV B Discriminate: "empty/full"; "functional/non functional"; "tired/rested; "mine/yours"
PP/IV C Use: possessions
PP/IV D Perform: daily personal maintenance schedule

DOMAIN H

HOMEMAKING AND COMMUNITY LIFE DOMAIN (H)

People who are independent are members of a community. Their most salient feature is the fact that they blend into their neighborhood and do not draw attention to themselves. They take care of their living quarters much the same way as do those around them, they feed themselves and pay the rent, etc. They also get along with most of the neighbors, the local merchants and service personnel, and the police. Therefore, goals and objectives listed in the domain of Homemaking and Community Life are those pertaining to finding and caring for one's living quarters, getting along with the neighbors and others in the community, and handling the "glitches" that arise during daily community life.

H I: GOALS AND OBJECTIVES RELATED TO OBTAINING LIVING QUARTERS

An independent person finds it necessary to change living quarters from time to time. For any number of reasons people must move from one place to another, e.g., they change jobs, or the landlord sells their living quarters. For whatever the reason, when the time comes to move, the learner must be ready to handle it. Moving is a complicated event, however, and many learners will require a great deal of instruction before they are ready to do it with no assistance.

H/I: A The Learner Will Find Appropriate Living Quarters

One of the things a person must do to move to new living quarters is find a place to live. Moving into a new place first requires the learner to discover one. In addition, it is also necessary to assess the suitability of potential living quarters, a problem which has many dimensions. Most people, for example, soon discover that many places in which it would be nice to live have problems: they are too expensive, or they are in the wrong location, etc. Moving into such places, no matter how nice they may be, would be a mistake, and another place must be found. To be successful at living independently, developmentally disabled learners must learn how to make judgements such as these.

1. Locate potential quarters
    - 1.01 Use formal networks
        - 1.01.01 Newspaper ads
        - 1.01.02 Real estate agents
        - 1.01.03 Other
    - 1.02 Use informal networks
        - 1.02.01 Family
        - 1.02.02 Friends/Acquaintances
        - 1.02.03 Other
2. Assess desirability of potential living quarters
    - 2.01 Location
    - 2.02 Cost
    - 2.03 Physical plant
        - 2.03.01 Physical barriers
        - 2.03.02 Physical aids
        - 2.03.03 Equipment
        - 2.03.04 Furnishings
        - 2.03.05 Other
    - 2.04 Availability of services
        - 2.04.01 Stores
        - 2.04.02 Medical
        - 2.04.03 Transportation
        - 2.04.04 Recreation
        - 2.04.05 Other
3. Assess ability to pay costs
    - 3.01 Income
    - 3.02 Expenses
    - 3.03 Other

H/I: B <u>The Learner Will Rent/Buy Living Quarters</u>

The act of selecting and moving into living quarters requires an agreement with someone else, i.e., the landlord or the seller. The learner must learn how to make this agreement.

1. Select living quarters
2. Agree on price
3. Sign agreements
4. Make deposit(s)
5. Budget costs

H/I: C <u>The Learner Will Set Up Living Quarters</u>

Once a person finds a place to live and decides to move in, there are many things to do. Chief among them is the fact that the new place must be stocked and furnished (unless, of course, it comes furnished).

1. Obtain needed furniture
2. Obtain food, tools and materials
3. Move
   - 3.01 Pack belongings
   - 3.02 Obtain transportation for belongings
   - 3.03 Move
4. Set up furniture
5. Store food, tools and materials

HP I (<u>Desirable Precursors</u>)

HP/I A <u>Identify</u>: neighborhoods; tools and materials required for living quarters

HP/I B <u>Discriminate</u>: "appropriate/inappropriate" locations

HP/I C <u>Use</u>: stores; medical services; transportation services; recreation facilities; budget; tools and materials for living quarters; banking services

HP/I D <u>Other</u>: <u>Prepare</u> menus, meals; <u>Obtain</u> work

H II: GOALS AND OBJECTIVES RELATED TO COMMUNITY LIFE ROUTINES

Anyone who moves into an independent living situation must care for the living quarters, and make arrangements to eat. To name just a few of the things to do: the quarters must be kept clean, light bulbs must be changed, sidewalks cleared of snow, repairs must be made, the food supply must be replenished and food prepared.

H/II: A The Learner Will Keep Living Quarters Neat and Clean

Keeping living quarters clean is time-consuming. There are many things to do, and they must be done on various schedules. For example, the beds should be made every day, but refrigerators need defrosting only a couple of times each year. Learners must learn not only how to clean up, but also when to do so.

1. Vacuum each room at appropriate times
   - 1.01 Floors
   - 1.02 Baseboards
   - 1.03 Curtains
   - 1.04 Other
2. Dust each room at appropriate times
   - 2.01 Furniture
   - 2.02 Corners
   - 2.03 Other
3. Wash surfaces at appropriate times
   - 3.01 Floors
   - 3.02 Fixtures
   - 3.03 Interior windows
   - 3.04 Metal furniture
   - 3.05 Tiles
   - 3.06 Porcelain
   - 3.07 Formica
   - 3.08 Other
4. Damp-wipe surfaces at appropriate times
   - 4.01 Appliances
   - 4.02 Fixtures
   - 4.03 Countertops
   - 4.04 Other
5. Wash metal furniture parts as required
6. Clean and/or polish wood at appropriate times
   - 6.01 Furniture
   - 6.02 Cabinets
   - 6.03 Floors
   - 6.04 Wall paneling
   - 6.05 Other
7. Defrost refrigerator/freezer at appropriate times
8. Clean oven at appropriate times
9. Keep rooms tidy relative to clutter
   - 9.01 Accumulation
   - 9.02 Spills
   - 9.03 Make beds

H/II A Keep Living Quarters Clean (Cont.)

10. Tidy storage areas as required
    - 10.01 Closets
    - 10.02 Cabinets
    - 10.03 Dressers
    - 10.04 Kitchen drawers
    - 10.05 Other
11. Store cleaning supplies after use
    - 11.01 Full/partially full
    - 11.02 Empties
12. Remove waste at appropriate times
13. Replace cleaning materials as required
    - 13.01 Periodic inventory
    - 13.02 Purchase
    - 13.03 Store
14. Other

H/II: B <u>The Learner Will Keep Fabric Items Clean and Repaired</u>

Most homes have machines to wash linens and other fabrics, but furniture and rugs often require special cleaning crews, and some clothing must be drycleaned. In addition, fabrics must be stored when dirty, and sometimes mended when torn.

1. Store dirty fabrics
    - 1.01 Linens
    - 1.02 Towels
    - 1.03 Other
2. Wash fabrics on appropriate schedule
    - 2.01 Linens
    - 2.02 Towels
    - 2.03 Curtains
    - 2.04 Carpets
    - 2.05 Furniture
    - 2.06 Other
3. Store clean fabrics
    - 3.01 Linens
    - 3.02 Towels
    - 3.03 Other
4. Repair, mend, or replace fabrics as required
5. Store supplies after use
    - 5.01 Cleaning
    - 5.02 Repair
    - 5.03 Other

H/II: C <u>The Learner Will Perform Maintenance on Interior Living Quarters</u>

Everyone who moves into his own place soon discovers that lightbulbs burn out, soap and cleaning fluids get used up, and appliances become dysfunctional. If maintenance is not performed on these things, the learner will soon live in a non-functional environment. Therefore, it is necessary to learn to maintain the interior of the living quarters.

1. Paint surfaces as required
   - 1.01 Floors
   - 1.02 Walls
   - 1.03 Ceilings
   - 1.04 Moldings
   - 1.05 Other
2. Repair or replace household equipment as required
   - 2.01 Consumables
     - 2.01.01 Lightbulbs
     - 2.01.02 Fuses
     - 2.01.03 Other
   - 2.02 Fixtures
   - 2.03 Appliances
3. Repair or replace maintenance supplies as required
   - 3.01 Inventory supplies
     - 3.01.01 Soap/cleaning fluids,
     - 3.01.02 Toilet paper
   - 3.02 Purchase supplies as needed
   - 3.03 Discard empty containers
4. Store maintenance supplies in appropriate locations
   - 4.01 Tools
   - 4.02 Supplies
   - 4.03 Materials
   - 4.04 Other

H/II: D The Learner Will Maintain the Exterior of Living Quarters

Not only is it necessary to maintain the interior of the living quarters, it is often necessary to care for the yard and the exterior of the home. If one lives in an apartment, the landlord will often do the work, but if one lives in a separate home, one gets stuck with it. Therefore, like everyone else, developmentally disabled people must learn to do what must be done.

1. Keep debris from accumulating
   - 1.01 Trash/garbage
   - 1.02 Debris
   - 1.03 Other
2. Wash exterior surfaces on appropriate schedule
   - 2.01 Windows
   - 2.02 Storm fixtures
   - 2.03 Other
3. Change storm doors and windows on appropriate schedule
4. Store outdoor furniture and equipment on appropriate schedule
5. Repair outdoor furniture, equipment, and fixtures as required
6. Tend plants
   - 6.01 Lawns
   - 6.02 Shrubs
   - 6.03 Flowers
   - 6.04 Vegetable garden
   - 6.05 Other
7. Keep walks and drives clear of ice and snow
8. Maintain and repair exterior structure of building
   - 8.01 Painted surfaces
   - 8.02 Unpainted surfaces
9. Other

H/II: E The Learner Will Respond to Seasonal Changes

As the seasons change we must make adjustments to our living quarters. Storm windows must be put on (or pulled down); the furnace must be cleaned or shut off; yard chores must be completed; etc.

1. Respond to temperature changes
   - 1.01 Heating/air conditioning
   - 1.02 Storm windows/screens
2. Respond to chore change requirements
   - 2.01 Grass/snow
   - 2.02 Seasonal cleaning chores
   - 2.03 Other

H/II: F The Learner Will Follow Home Safety Procedures

Safety in the home is something everyone must learn in order to survive. Fires must be prevented, procedures followed for changing lightbulbs, and things that can cause one to lose one's footing must be picked up off the floor. Whatever must be done must also be taught.

1. Prevent fires
   - 1.01 Material storage
   - 1.02 Flammables use
   - 1.03 Other
2. Prevent accidents
   - 2.01 Material storage
   - 2.02 Slippery surfaces
   - 2.03 Heights
   - 2.04 Other
3. Other

H/II: G The Learner Will Maintain Foodstock

One problem with which learners must come to grips is that of maintaining foodstocks. Periodically, the stock of food must be inventoried and new foods purchased. This act is complicated because different foods tend to be depleted on different schedules, sometimes approaching randomness. Raisins, for example, must be replaced on a completely different schedule than meat, and bread and milk run out more often than potatoes. The fact that the task is complicated means only that it requires very careful instruction.

1. Inventory foodstock
2. Purchase food as required
3. Store food
   - 3.01 Use appropriate locations
   - 3.02 Use appropriate containers

H/II: H <u>The Learner Will Prepare and Serve Meals</u>

Preparing and serving meals is also very complicated. Menus must be balanced, and the quantity must be sufficient, but not overly so. In addition, food preparation per se requires one to use complicated timing procedures so that all the food is ready at the same time with all the hot foods hot, and all the cold foods cold.

1. Prepare menus
   - 1.01 Maintain balance
   - 1.02 Provide variety
   - 1.03 Monitor quantity
   - 1.04 Other
2. Prepare meals
   - 2.01 Make appropriate quantities
   - 2.02 Use appropriate timing
   - 2.03 Maintain appearance
3. Serve meals
   - 3.01 Set table
   - 3.02 Serve
   - 3.03 Clean up
4. Preserve and store leftovers
   - 4.01 Dry foods
   - 4.02 Liquids
   - 4.03 Other
5. Other

H/II: I <u>The Learner Will Budget Money Appropriately</u>

Budgeting underlies independent living for anyone. It is even more necessary for those with limited incomes (as is the case for many developmentally disabled persons). Even with no major income limitations the learner must decide what must/can be done with whatever income is available, and allocate actual funds to the places they must go.

1. Obtain income on schedule(s)
2. Cash check(s)
3. Use bank services
    - 3.01 Savings account
    - 3.02 Checking account
    - 3.03 Other
4. Allocate Funds Appropriately
    - 4.01 Rent
    - 4.02 Utilities
        - 4.02.01 Heat
        - 4.02.02 Electricity
        - 4.02.03 Telephone
        - 4.02.04 Other
    - 4.03 Food
        - 4.03.01 Market
        - 4.03.02 Restaurant
    - 4.04 Transportation
    - 4.05 Personal care
        - 4.05.01 Supplies
        - 4.05.02 Equipment
        - 4.05.03 Services
            - 4.05.03.01 Barber/beauty shop
            - 4.05.03.02 Laundry
            - 4.05.03.03 Other
    - 4.06 Clothing
    - 4.07 Supplies
    - 4.08 Equipment
    - 4.09 Taxes
        - 4.09.01 Income (State and Federal)
        - 4.09.02 Excise
        - 4.09.03 Sales
        - 4.09.04 Other
    - 4.10 Savings
    - 4.11 Recreation
    - 4.12 Emergency Expenses
    - 4.13 Other

H/II: H The Learner Will Pay Bills

Budgeting and allocating funds starts the process, but then the learner must actually pay the bills. The fixed expenses must be paid first, and any money left over can be used for recreational purposes.

1. Pay fixed bills
   - 1.01 Food
   - 1.02 Rent
   - 1.03 Utilities
   - 1.04 Transportation
   - 1.05 Taxes
   - 1.06 Required repairs
   - 1.07 Required maintenance
2. Purchase necessities
   - 2.01 Food
   - 2.02 Supplies
     - 2.02.01 Cleaning materials
     - 2.02.02 Other
   - 2.03 Clothing
   - 2.04 Equipment
   - 2.05 Personal needs
3. Deposit savings
4. Pay for recreation

HP II (Desirable Precursors)

HP/II A Identify: linens; holes and tears in cloth; storage areas; snow; waste; scraps & other clutter items; recycle materials; rug; blinds; furniture; walls; closets; doors; sidewalks; depleted supplies; money; paycheck; bills

HP/II B Discriminate: "clean/not clean"; "dirty/not dirty"; "functioning/non-functioning"; "debris/non-debris"; "waste/recycle"; "weed/garden plant"; "inside/outside"; "fabric/non-fabric"; "full/empty"; "dry foods/liquids"; "free/cost"

HP/II C Use: bathroom; sinks; cleanser; mop; broom; soap; towel; scrubbrush; furniture; outdoor equipment; dishwashing equipment; shopping list; cooking tools and equipment; money in exchange for goods and services; basic arithmetic

HP/II D Other: Develop sufficient strength and endurance; Dress self; Fold clothing and linens; Locate refuse containers; Prepare cooked meals; Set table; Make signature; Locate bank

H III: GOALS AND OBJECTIVES RELATED TO CO-EXISTING IN A NEIGHBORHOOD AND COMMUNITY

Independent living requires each person to be able to get along with other people. It is not required that learners become social butterflies, but they must at least get along with the neighbors, the local merchants and service personnel, and the local constabulary. "Getting along" includes not only saying and doing things that are expected, but also not saying or doing things that are not expected. It also includes protecting oneself from harm, and keeping out of trouble.

H/III: A The Learner Will Interact Appropriately With Others In the Community

Appropriate interactions are a necessity for anyone who intends to live as part of a community. Each and every one of us interacts daily with neighbors, merchants, service personnel and others, and our interactions must be well within bounds or we will attract negative attention. When we go to stores, we do and say the things that people do and say in stores; when we talk to the neighbors, we do and say the things that neighbors do and say. In addition to actively doing things, however, it is also necessary to refrain from doing certain things, e.g., engaging the next-door neighbor in a long conversation about the weather when that neighbor has a yard full of company.

1. Perform required interactions
    - 1.01 Neighbors
        - 1.01.01 Next-door neighbors
        - 1.01.02 Close neighbors
        - 1.01.03 Nearby community residents
    - 1.02 Merchants
        - 1.02.01 Stores
        - 1.02.02 Itinerant
        - 1.02.03 Other
    - 1.03 Service personnel
        - 1.03.01 Repair
        - 1.03.02 Delivery
        - 1.03.03 Meter readers
        - 1.03.04 Other
    - 1.04 Officials
        - 1.04.01 Law Enforcement
        - 1.04.02 Welfare officials
        - 1.04.03 Other
2. Refrain from required non-interactions
3. Observe demeanor constraints
4. Observe conversational constraints
    - 4.01 Topics
    - 4.02 Length
    - 4.03 Other
5. Exhibit appropriate body language

H/III: B The Learner Will Respond Appropriately to the Inappropriate Conduct of Others in the Community Towards the Learner

It will sometimes happen that another person or persons in the community will attempt to victimize the learner. Learners must be prepared to respond if it happens. If the victimization continues, life can become intolerable.

1. Observe inappropriate conduct of others
    - 1.01 Aggression
        - 1.01.01 Physical
        - 1.01.02 Verbal
        - 1.01.03 Other
    - 1.02 Manipulation
        - 1.02.01 Legal
        - 1.02.02 Financial
        - 1.02.03 Other
    - 1.03 Harassment
        - 1.03.01 Physical
        - 1.03.02 Verbal
        - 1.03.03 Sexual
        - 1.03 04 Other
    - 1.04 Cheating
2. Respond to Inappropriate conduct of others
    - 2.01 Seek assistance
        - 2.01.01 Law enforcement
        - 2.01.02 Legal
        - 2.01.03 Financial
        - 2.01.04 Friends/neighbors
        - 2.01.05 Other
    - 2.02 Avoid contact
    - 2.03 Other

H/III: C The Learner Will Observe the Requirements of the Law

In order to continue to live in the community, everyone must try to stay out of trouble with the law. In part, this goal involves doing things, e.g., observing moderation in the public consumption of alcohol. In part, it also involves not doing things, e.g., stealing. In addition, every member of the community has certain rights, e.g., if arrested, or if "down" financially. These rights may have to be exercised, and learners should be informed as to how to do it.

1. Refrain from illegal acts
    - 1.01 Stealing
    - 1.02 Public drunkenness
    - 1.03 Sexual acts
    - 1.04 Vehicle related
    - 1.05 Disturbing the peace
    - 1.06 Other
2. Actively observe the requirements of the law
    - 2.01 Traffic laws
        - 2.01.01 Pedestrian
        - 2.01.02 Vehicle
    - 2.02 Nuisance laws
        - 2.02.01 Noise
        - 2.02.02 Alcohol
        - 2.02.03 Loitering
        - 2.02.04 Other
    - 2.03 Use of public facilities
        - 2.03.01 Public restrooms
        - 2.03.02 Public parks
        - 2.03.03 Public buildings
        - 2.03.04 Public streets
        - 2.03.05 Other
3. Exercise rights if arrested

H/III: D The Learner Will Carry Out Civic Responsibilities

Like everyone else, developmentally disabled persons have a right to help out in the community. In addition, like everyone else, they must follow the law and do things like register for the draft and jury duty.

1. Register for duties
    - 1.01 Draft
    - 1.02 Voting
    - 1.03 Other
2. Carry out responsibilities
    - 2.01 Attend civic meetings
    - 2.02 Vote
    - 2.03 Fufill jury duty
    - 2.04 Other

HP III (Desirable Precursors)

HP/III A Identify: being addressed; drunken; appropriate locations for sexual conduct; appropriate persons for sexual conduct; law enforcement personnel

HP/III B Discriminate: "self/other"; "animate/inanimate"; "family/non-family"; "friend/non-friend"; "peer/non-peer"; "authority/non-authority"; "male/female"; "interact/non-interact"; "stop/go"; "touch/no touch" (for both people and objects; "noise/meaningful sound"; "loud/soft"; "group/non-group; "rude/polite"; "allowed/not allowed behavior"; "approachable/non-approachable" person; "mine/not mine";

HP/III C Use: English sentence patterns/semantic patterns/words/prosodic patterns (or substitutes, e.g., in Sign or communication boards);

HP/III D Other: Locate sound sources; Orient toward speaker; Observe property ownership rules; body space rules; Complete tasks as directed; Request directions for task performance; Make friendships; Make signature; Respond appropriately to directions for task performance

H IV: GOALS AND OBJECTIVES RELATED TO THE HANDLING OF "GLITCHES"

Many developmentally disabled persons find it diffcult to deal with problems, but problems are everywhere: nobody goes through a nice, smooth day. We get up in the morning and find that we forgot to buy toothpaste, or that the electricity went out last night and the alarm clock did not go off on time. Then we burn the steak, or break the salt shaker. Murphy's Law is always in force. Living in a community and neighborhood has its own special set of problems with which everyone must deal.

H/IV: A The Learner Will Respond to Equipment Breakdowns

Machines invariably break down, and when they do it normally happens when we try to use them to do something. It is necessary to teach developmentally disabled persons how to handle such breakdowns, and not let them be "thrown" by them.

1. Observe broken equipment
    - 1.01 Housecleaning equipment
    - 1.02 Clothes maintenance equipment
    - 1.03 Food preparation equipment
    - 1.04 Other
2. Respond appropriately to broken equipment
    - 2.01 Postpone tasks
    - 2.02 Repair equipment
        - 2.02.01 Self
        - 2.02.02 Equipment repair business
    - 2.03 Discard non-repairable equipment
    - 2.04 Replace discarded equipment

H/IV: B The Learner Will Respond to Household Supplies Depletion

Supplies get used, and their depletion is sometimes unanticipated. Generally, it gets discovered at inconvenient times. This is a glitch, and again, learners must be taught how to handle the situation.

1. Observe depleted materials
    - 1.01 Housecleaning materials
    - 1.02 Home maintenance materials
    - 1.03 Clothing maintenance materials
    - 1.04 Other
2. Respond appropriately to depleted materials
    - 2.01 Postpone task performance
    - 2.02 Replace materials
        - 2.02.01 Purchase
            - 2.02.01.01 Immediately
            - 2.02.01.02 Postpone to next shopping trip
        - 3.02 Borrow

H/IV: C The Learner will Respond Appropriately to Disruptions of Routines

Probably the most common glitch of all is disruption of the daily routine. Things just never seem to go the way they are supposed to go. Despite the fact that things and events interrupt the routine, it is necessary to get done what needs to get done.

1. Observe disruption of routine
    - 1.01 Company
    - 1.02 Holidays
    - 1.03 Early completion of chores
    - 1.04 Other
2. Respond to disruption of routine
    - 2.01 Postpone task performance
    - 2.02 Perform alternate tasks
    - 2.03 Other

H/IV: D The Learner Will Respond Appropriately to Sudden Changes in the Weather

No matter how we prepare for the seasonal changes, the unexpected always seems to occur. Storms blow up and the windows must be closed, and in the autumn the weather gets cold and then suddenly turns warm again (the opposite occurs in the spring). Such glitches require one to be ready for change, especially at certain times of the year.

1. Observe sudden weather changes
    - 1.01 Rainstorms
    - 1.02 Heat/Cold fronts
    - 1.03 Wind
    - 1.04 Other
2. Respond to changes in heating requirements
    - 2.01 Increase
    - 2.02 Decrease
3. Respond to changes in building structure
    - 3.01 Storm doors and windows
    - 3.02 Screens
    - 3.03 Other
4. Respond to changes in clothing requirements

H/IV: E The Learner Will Follow Emergency Procedures

Emergencies do not often arise, but when they do, learners must be prepared to handle them.

1. Observe emergency
    - 1.01 Weather
        - 1.01.01 Storms
        - 1.01.02 Excessive rainfall
    - 1.02 Fire
    - 1.03 Personal injury
        - 1.03.01 Self
        - 1.03.02 Other person
    - 1.04 Other
2. Respond to emergency
    - 2.01 Inform responsible party
        - 2.01.01 Police
        - 2.01.02 Telephone 911
        - 2.01.03 Paramedics
        - 2.01.04 Fire department
    - 2.02 Make personal response
        - 2.02.01 Storms
            - 2.02.01.01 Shut doors, windows, etc.
            - 2.02.01.02 Retire to safety
            - 2.02.01.03 Other
        - 2.02.02 Fire
            - 2.02.02.01 Evacuate
            - 2.02.02.02 Use fire fighting equipment
        - 2.02.03 Injury
            - 2.02.03.01 First aid
            - 2.02.03.02 Other

HP IV (Desirable Precursors)

HP/IV A Identify: changes in seasons; emergency; holidays; company

HP/IV B Discriminate: "working/not working"; "empty/full"; "sharp/dull"; "some/none"; "many/few"

HP/IV C Use: household and personal maintenance equipment; household and personal maintenance materials;

HP/IV D Other: State required modifications in living patterns; Follow emergency procedures during drills; Follow daily routines

DOMAIN L

LEISURE

For independent persons, leisure should be a time of renewal, a break from the required activities of daily life. After working hard all day, coming home and cooking a meal, cleaning up the mess and perhaps completing another chore or two, one really should be able to do something one would like to do. Leisure is an accepted part of our industrialized society, and developmentally disabled people should be able to participate as fully in leisure activities as they can in any other facet of life. We must be mindful of the fact, however, that the one concept discriminating the leisure domain from the others is choice: the person who engages in a leisure activity chooses to do so; otherwise it could not be a true leisure activity. This fact makes instruction in the leisure domain more difficult than instruction in the other domains because it is more difficult to plan programs. The dilemma: if we try to teach a leisure skill to a learner, and if the learner does not want to perform that leisure skill, then we are not teaching leisure skills. It is an interesting and challenging problem, and one to which there is no easy response within the framework of the theory underlying this taxonomy.

L I: GOALS AND OBJECTIVES RELATED TO DEVELOPING LEISURE ACTIVITIES

People who engage in activities may seek out the company of others or they may do things alone; they may engage in organized activities, or they may do things haphazardly; they may engage in active pursuits or they may engage in passive pursuits. Their leisure activities may range from participation in organized competitive sports to flopping down in front of the televisicn, and from solitary walks through natural settings to theater-going in large crowds. Whatever the activity, one must learn how to do it at some time before doing much of it.

L/I: A The Learner Will Find Appropriate New Leisure Activities

Everyone develops new friends and interests, and otherwise evolves during the course of life. Consequently, most people change their preferred leisure activities from time-to-time. Some activities continue across the years: for example, family gatherings, television viewing, etc., are common on-going leisure activities for many people. But most people tire of unrelieved television viewing, and activities on the order of family gatherings tend to occur occasionally rather than constantly. Therefore, if they are going to be independent, developmentally disabled persons, like everyone else, must develop new leisure activities from time-to-time. To do so, it is necessary first to discover what activities exist. Then factors such as cost of the activities will have to be weighed against availability of funds and desirability of the activity. If everything works out, the learner can begin learning how to perform the activity.

1. Identify potential leisure activity
    - 1.01 Use formal networks
        - 1.01.01 Advertisements
        - 1.01.02 Leisure activity agencies
        - 1.01.03 Other
    - 1.02 Use informal networks
        - 1.02.01 Family
        - 1.02.02 Friends/acquaintances
        - 1.02.03 Other
2. Assess desirability of potential leisure activity
    - 2.01 Projected benefits
        - 2.01.01 Social
        - 2.01.02 Physical
        - 2.01.03 Entertainment value
        - 2.01.04 Other

L/I Finding New Activities (cont.)

2.02 Accessibility
2.02.01 Location
2.02.01.01 Distance
2.02.01.02 Available transportation
2.02.01.03 Time required for travel
2.02.02 Physical barriers
2.02.03 Cognitive barriers
2.02.04 Administrative Barriers
2.02.05 Other
3. Assess ability to pay required costs
3.01 Cost
3.01.01 Fees
3.01.02 Required equipment
3.01.03 Other
3.02 Available income
3.02.01 Fixed expenses
3.02.02 Funds available for leisure

L/I: B <u>The Learner Will Acquire Skills Required For Leisure Activities</u>

Once one decides to engage in a specific leisure activity, it is necessary to learn how to do it. Some leisure activities require only minimal skills, e.g., going to the local park to listen to band concerts. In such a case, the only learning involved may be that of finding out how to get out of the house on time. On the other hand, sometimes great dedication is required to develop skills, e.g., for athletic competition, or music. In these cases, it may be necessary to take lessons for an extended period of time.

1. Acquire skills through formal lessons
1.01 Classes
1.02 Individual instruction
1.03 Other
2. Acquire skills informally
2.01 Observation
2.02 Informal instruction
2.02.01 Friends/acquaintances
2.02.02 Existing participants
2.03 Printed materials
2.04 Trial and error
2.05 Other

LP/I (Desirable Precursors)

LP/I A Identify: free time; cost of goods and services; funds available for leisure
LP/I B Discriminate: "self/other"; "desirable/ not desirable activity"
LP/I C Use: money in exchange for goods and services; conveyances
LP/I D Other: Dress self; Budget money

L II: GOALS AND OBJECTIVES RELATED TO PERFORMING LEISURE ACTIVITY ROUTINES

Once acquisition of skills begins the learner may want to perform the leisure activity. It will be performed in the context of a routine much like those for work and maintaining the living quarters. Establishing and performing the routine is as much a part of the activity as is learning the skills per se. In addition, facilities in which leisure activities are performed often have rules for their use and expected behavioral patterns, e.g., athletic facilities have schedules and patterns that all users are expected to follow, and the learner who goes to a movie and stands up in front of the other patrons during the film will be asked to leave the theater. Whatever the rules, the learner either must follow them or not be allowed to participate.

L/II: A <u>The Learner Will Perform the Leisure Activities</u>

1. Establish activity schedule
    - 1.01 Time available
        - 1.01.01 Personal "off" hours
        - 1.01.02 Working hours
        - 1.01.03 Required homemaking
        - 1.01.04 Required personal maintenance
        - 1.01.05 Other required activities
    - 1.02 Activity hours
        - 1.02.01 Available facility time
        - 1.02.02 Available time of fellow participants
        - 1.02.03 Other
2. Prepare activity peripherals
    - 2.01 Clothing
    - 2.02 Equipment
    - 2.03 Money
    - 2.04 Other
3. Engage in activity
    - 3.01 Pay required fees
    - 3.02 Use clothing/equipment
    - 3.03 Obtain required equipment
    - 3.04 Follow rules of activity
    - 3.05 Other
4. Observe usage patterns
    - 4.01 Starting and ending time(s)
    - 4.02 Permissions
    - 4.03 Equipment rental
    - 4.04 Appropriate activity patterns
5. Other

L/II: B The Learner Will Maintain Personal Leisure Equipment

If the learner's leisure activities require the use of equipment, it usually must be maintained. Tools and equipment require lubrication, adjustment, repair, cleaning, storing, etc. If equipment that requires maintainance is not maintained, the learner may find himself unable to perform the activity.

1. Replenish depleted supplies as needed
2. Replace worn or defective equipment and materials as needed
3. Make necessary repairs and adjustments to equipment
4. Store leisure equipment during "off" times
   - 4.01 Racks, holders, hangers, etc.
   - 4.02 Seasonal equipment
   - 4.03 Other
5. Clean clothing and equipment as required

L/II: C The Learner Will Follow Leisure Safety Procedures

Some leisure activities are more hazardous than others: motorcycle riding, skydiving, and surfing are all very hazardous, whereas TV viewing, strolling in the park, and chatting over the back fence with neighbors are relatively safe. Nevertheless, even the latter group of activities can have its dangers. Electrical storms, for example, can make strolling in the park an extremely dangerous activity. The learners must learn not only how and when to perform the activity, but also how to do so safely. In addition, many activities require attention to the environment, e.g., in not leaving things lie around that might cause someone to be hurt, or in not engaging in the activity until all persons are in "safe" locations.

1. Follow all safety rules for leisure activity
2. Follow all safety rules for leisure facility
3. Use tools and materials appropriately
4. Store tools and materials
5. Keep leisure location, tools, and materials free of hazards
   - 5.01 Cleanliness and clutter
   - 5.02 Needed repairs
   - 5.03 Required discards
     - 5.03.01 Broken equipment
     - 5.03.02 Equipment worn beyond use
   - 5.04 Other
6. Use safety equipment
   - 6.01 Body protection for self
   - 6.02 Equipment for safety of others
   - 6.03 Other
7. Refrain from entering "unsafe" areas
8. Follow directions of officials relative to safety
9. Observe moderation in the use of alcohol and other substances during performance of activities

LP/II (Desirable Precursors)

L/II A Identify:
L/II B Discriminate:
L/II C Use:
L/II D Other:

L III: GOALS AND OBJECTIVES RELATED TO CO-EXISTING WITH OTHERS DURING LEISURE TIMES

As is true in each of the other domains, leisure involves interactions with other people. The interactions are both those that must be performed, and those that must not be performed. It is interesting to note that leisure activities may be performed with others or alone, and that in either instance the learner may find himself in the company of others or may be totally removed from others. For example, one can go to the movies alone, but the theater may be full of other people. On the other end of the scale, a group of people may go to a deserted location for a private group picnic. Even when one is alone in the living quarters watching television, it is necessary to be aware that other people may be involved, e.g., as when the sound is so loud that it bothers the neighbors. Those who do not exhibit appropriate behavior patterns will attract negative attention.

L/III: A The Learner Will Interact Appropriately With Others During Leisure Activities

During leisure activities many interactions are required. Whatever the interactions (or required non-interactions), there are usually rules to follow. Team activities, for example, require one to interact with both fellow team members and the opponents with whom one's team is in competition (the interactions are very different, however). In addition, there are always officials of some sort, and perhaps bystanders or observers. All must be responded to appropriately.

1. Perform required interactions
    - 1.01 Officials
        - 1.01.01 Money takers
        - 1.01.02 Activity directors
        - 1.01.03 Rule enforcers
        - 1.01.04 Other
    - 1.02 Fellow participants
        - 1.02.01 Cooperating
            - 1.02.01.01 Same team
            - 1.02.01.02 Opponents
        - 1.02.02 Parallel participants
        - 1.02.03 Other
    - 1.03 Observers
        - 1.03.01 Audience(s)
        - 1.03.02 Bystanders
    - 1.04 Other
2. Refrain from required non-interactions
3. Observe demeanor constraints
4. Observe conversational constraints
    - 4.01 Topics
    - 4.02 Length
    - 4.03 Other
5. Exhibit appropriate body language

L/III: B <u>The Learner Will Respond Appropriately to the Inappropriate Conduct of Others During Leisure Activity</u>

Even during leisure activities when one is supposed to be enjoying oneself, conflict with others can and does arise. To some extent it must be handled differently than is the case of conflict at work, or in the neighborhood. For one thing, the effects of avoiding contact with the person(s) with whom one is in conflict are different during leisure than they are during work activities. For another, contact with others at work or in the neighborhood may be unavoidable, but since leisure activities depends so heavily on choice, contact with conflicting others may be more easily avoided.

1. Observe the inappropriate conduct of others
    - 1.01 Aggression
        - 1.01.01 Physical
        - 1.01.02 Verbal
        - 1.01.03 Other
    - 1.02 Rudeness
    - 1.03 Harassment
        - 1.03.01 Physical
        - 1.03.02 Verbal
        - 1.03.03 Sexual
        - 1.03.04 Other
    - 1.04 Teasing
    - 1.05 Breaking facility behavioral patterns
2. Respond to the inappropriate conduct of others
    - 2.01 Follow facility procedures
        - 2.01.01 Reporting
        - 2.01.02 Other
    - 2.02 Obtain assistance
        - 2.02.01 Friends
        - 2.02.02 Officials
        - 2.02.03 Other
    - 2.03 Avoid contact with troublemakers
    - 2.04 Other

LP/III (<u>Desirable Precursors</u>)

LP/III A <u>Identify</u>:
LP/III B <u>Discriminate</u>:
LP/III C <u>Use</u>:
LP/III D <u>Other</u>:

L IV: GOALS AND OBJECTIVES RELATED TO HANDLING "GLITCHES"

During leisure, as in all other domains, things can and do go wrong. Rain falls on picnics, facilities close unexpectedly, tools break and materials run out just when one gets ready to use them, etc., etc. The learner must be prepared to cope with such problems.

L/IV: A The Learner Will Respond to Changes in Leisure Routine

Many things can cause a change in the leisure routine: weather can ruin an outing, fellow participants may get sick or have to respond to an emergency; the learner himself may have to do something else, etc. Whatever happens, the learner must develop ways in which to deal with the problem.

1. Observe schedule changes
    - 1.01 Weather related
    - 1.02 Illness related
        - 1.02.01 Self
        - 1.02.02 Fellow participants
    - 1.03 Work related
        - 1.03.01 Overtime
        - 1.03.02 Shift changes
        - 1.03.03 Other
    - 1.04 Other
2. Adapt to schedule changes
    - 2.01 Reschedule activity
    - 2.02 Cancel activity
    - 2.03 Perform alternate activity
    - 2.04 Other

L/IV: B The Learner Will Respond to Equipment Breakdowns and Materials Depletions

Equipment used in leisure activities can break down, and materials can run out. If the learner does not have alternate equipment or materials on hand, or if he has neglected to perform his inventory and obtain replacements ahead of time, it will be necessary to do something.

1. Observe problem
    - 1.01 Equipment breakdown
    - 1.02 Material depletion
    - 1.03 Other
2. Adapt to problem
    - 2.01 Repair equipment
    - 2.02 Replace materials
    - 2.03 Reschedule activity
        - 2.03.01 Cancel
        - 2.03.02 Reschedule
        - 2.03.03 Alternate activity

L/IV: C The Learner Will Follow Emergency Procedures for Leisure Activities

Emergencies always lurk around the corner: the learner or one of his fellow activity participants may be injured, or become ill; sudden telephone calls from home may indicate trouble there or in some other place to which the learner must respond; a storm may do damage to the facility in which the activity is taking place, etc. Whatever happens, the learner must make an appropriate response.

1. Observe emergency
    - 1.01 Weather related
    - 1.02 Injury/illness
        - 1.02.01 Self
        - 1.02.02 Other
    - 1.03 Other
2. Follow standard accident/emergency reporting procedures
    - 2.01 Responsible person on site
    - 2.02 911 telephone
    - 2.03 Police/fire telephone
    - 2.04 Other
3. Follow standard accident/emergency action procedures
    - 3.01 Directions from responsible person on site
    - 3.02 Standard first-aid procedures
4. Cancel or postpone activity
5. Other

LP/IV (Desirable Precursors)

LP/IV A Identify
LP/IV B Discriminate
LP/IV C Use
LP/IV D Other

DOMAIN T

TRAVEL

Independence is partly a matter of moving about the community unassisted. Travel skills are necessary in order to go to work, obtain food and supplies, pay bills, go to church, and develop an array of leisure and entertainment opportunities, among other things. To travel around the community, it is necessary not only to locomote and use the various means of conveyance (such as busses and taxis), but also to develop mental maps of the community. The reason is that it is just as necessary to know where one is going as it is to have a means of getting there. There are also a number of time concepts necessary to travel, e.g., one must figure when to leave the house to get a bus that will get one to the movie in time to see the show. As is true for each of the other domains, learners must also know how to interact with people they meet while traveling. Such people run the gamut from fellow pedestrians to ticket agents. Saying or doing the wrong thing to or in front of them will surely attract negative attention, and cause a learner great difficulties. Finally, travel, like each of the other domains, has its glitches: equipment breaks down, schedules change, etc. The learner who has procedures for responding to these problems will be better off than one who does not.

T I: GOALS AND OBJECTIVES RELATED TO ROUTINE TRAVEL IN THE COMMUNITY

It can be argued that we find our way from one place to another by developing "mental maps" of the environment. Whether or not this is a true characterization of how we actually do it, the concept provides us with one of the major aspects of travel: we all must know where we are going, and we must know when we get there. Developmentally disabled people, like everyone else, must develop such understandings in order to become independent.

T/I: A <u>The Learner Will Develop Mental Maps of Frequented Buildings</u>

"Mental maps" can be simple or they can be complex. Perhaps the simplest is the understanding of how to get from one place to another within the buildings one frequents.

1. Travel to locations in living quarters
    - 1.01 Living room(s)
    - 1.02 Kitchen
    - 1.03 Bedroom(s)
    - 1.04 Bathroom(s)
    - 1.05 Other
2. Travel to locations in school
    - 2.01 Homeroom
        - 2.01.01 Locations in homeroom
        - 2.01.02 To homeroom from all other locations
    - 2.02 Bus stop
    - 2.03 Cafeteria
    - 2.04 Other frequented rooms
    - 2.05 Outdoor areas
    - 2.06 Offices
    - 2.07 Hall
3. Travel to locations at the job site
    - 3.01 Work station
        - 3.01.01 Locations at the worksite
        - 3.01.02 To work station from all locations at work
    - 3.02 Facilities
        - 3.02.01 Bathrooms
        - 3.02.02 Eating area(s)
        - 3.02.03 Other
    - 3.03 Supervisor's station
4. Travel to locations at leisure site(s)
    - 4.01 Activity site(s)
    - 4.02 Toilet(s)
    - 4.03 Washroom(s)
    - 4.04 Other

T/I: B <u>The Learner Will Develop Mental Maps of the Community</u>

The second major set of mental maps are those that allow us to move about the community with assurance. They allow us not only to go from our living quarters to other locations in the community, but also between locations, i.e., from one to another. In other words, mental maps get very complicated indeed.

1. Travel to stores
   - 1.01 Grocery store(s)
   - 1.02 Fast food stores
   - 1.03 Drug store(s)
   - 1.04 Discount and department store(s)
   - 1.05 Shoe store(s)
   - 1.06 Clothing store(s)
   - 1.07 Hardware store(s)
   - 1.08 Shopping centers
   - 1.09 Other
2. Travel to medical assistance
   - 2.01 Physician(s)
   - 2.02 Dentist(s)
   - 2.03 Chiropractor(s)
   - 2.04 Hospital
   - 2.05 Emergency medical treatment
3. Travel to restaurants
4. Travel to church
5. Travel to leisure locations
   - 5.01 Parks
   - 5.02 Movies
   - 5.03 Public gathering spots
   - 5.04 Other
6. Travel to banks
7. Travel to work site(s)
8. Travel between above locations

TP/I (<u>Desirable Precursors</u>)

TP/I A <u>Identify</u>: toilet; school storage area(s); personal storage area(s); seat/desk; exits; learning activity centers; rest area(s); seating area(s); sink; lunchroom; other classroom; gym; kitchen; front office; speech; nurse; music; playground; bus stop; all other classrooms; other offices; hall bathrooms; emergency drill locations; walks; drive; lots; athletic field; teacher's lounge; pop machines; stores; medical offices; church; movie house; park; worksite; job site; work facilities; restaurant

TP/I B <u>Discriminate</u>: "here/not here"; "school/not school"; "work/not work"

TP/I C <u>Use</u>: school equipment; leisure facilities

TP/I D <u>Locomote</u>

T II: GOALS AND OBJECTIVES RELATED TO THE USE OF CONVEYANCES

Given the emphasis on motorized vehicles in today's world, it seems impossible to live without access to transportation. Perhaps, if one lives in a town with a very small population, the need to use conveyances may not arise very often because the distances are small. However, most people live in larger communities and often must use conveyances of one type or another. Further, those who work or go to school in communities other than their own are virtually required to use them.

T/II: A The Learner Will Follow Usage Procedures for Conveyances

Any conveyance has usage procedures: riding in a car requires one to shut the doors, buckle the seat belts, etc.; riding a bus requires one to board the bus, pay the fare, find a seat, etc. Developmentally disabled people must learn to perform these procedures.

1. Ride in/on private conveyances
   - 1.01 Bicycle
   - 1.02 Automobile
   - 1.03 Van
   - 1.04 Other
2. Operate private conveyances
   - 2.01 Operate vehicle
   - 2.02 Observe traffic laws
   - 2.03 Other
3. Ride in public conveyances
   - 3.01 Bus/trolley
   - 3.02 Subway
   - 3.03 Other

T/II: B The Learner Will Make Decisions Preparatory to Travel

Prior to traveling anywhere, the traveler must make certain decisions: what to wear, how much money to take, what time to leave, etc. Some of these decisions are very complicated, and some are quite routine in their simplicity. All, however, are very important.

1. Select destination
2. Select transportation
    - 2.01 Pedestrian
    - 2.02 Private vehicle
        - 2.02.01 Automobile
        - 2.02.02 Bicycle
    - 2.03 Public transportation
        - 2.03.01 Bus/trolley
        - 2.03.02 Subway
        - 2.03.03 Other
    - 2.04 Taxi
    - 2.05 Other
3. Select departure time
    - 3.01 Required arrival time
    - 3.02 Elapsed time required
    - 3.03 Conveyance timetables
        - 3.03.01 Single conveyance
        - 3.03.02 Multiple conveyances
    - 3.04 Other
4. Select appropriate clothing
5. Obtain funds when necessary
6. Other

T/II: B The Learner Will Follow Travel Safety Procedures

Every mode of travel has its own safety procedures: pedestrians must walk in certain locations, cross streets at certain times, etc.; automobile passengers must buckle seat belts, etc. Whatever the procedures, those who follow them have a probability of surviving longer than those who do not.

1. Observe pedestrian safety rules
    - 1.01 Sidewalks
    - 1.02 Streets
    - 1.03 Crossings
    - 1.04 Signals
2. Observe bus safety rules
    - 2.01 Boarding
    - 2.02 Sitting/standing
    - 2.03 Departure
3. Observe automobile safety rules
    - 3.01 Entering
    - 3.02 Sitting
    - 3.03 Departure
4. Other

TP II (Desirable Precursors)

TP/II A Identify: destination; money
TP/II B Discriminate: "car/city bus/schoolbus"; "here/other places"; "lost/not lost"
TP/II C Use: taxi; public conveyance
TP/II D Locomote

T III: GOALS AND OBJECTIVES RELATED TO CO-EXISTING WITH OTHERS WHILE TRAVELING

Traveling most often brings the traveler into contact with others. As in all other social situations, saying or doing the right thing at the right time will help integrate the learner into the community. On the other hand, saying or doing the wrong thing will bring negative attention, and may prevent integration.

T/III: A The Learner Will Interact Appropriately with Others While Traveling

There are a number of appropriate interactions while traveling: smiling or nodding toward an approaching pedestrian when in relatively unpopulated locations; asking the bus driver to announce when to get off the bus for a specific destination; informing the taxi driver of the destination, etc. In addition, as is true for all other social situations, there are certain things a traveler should not say or do: one should not ask the bus driver the same question over and over, day after day, and conversations with strangers should not go much beyond short discussions of the weather, etc., because deeply personal conversations with strangers are not allowed. Developmentally disabled persons should be taught all the skills necessary for interacting with others.

1. Perform required interactions
   - 1.01 Pedestrians
   - 1.02 Transportation officials
     - 1.02.01 Bus driver
     - 1.02.02 Automobile driver
     - 1.02.03 Taxi driver
     - 1.02.04 Information personnel
     - 1.02.05 Ticket sellers
     - 1.02.06 Other
   - 1.03 Fellow passengers
   - 1.04 Other
2. Refrain from required non-interactions
3. Observe demeanor constraints
4. Observe conversation constraints
   - 4.01 Topics
   - 4.02 Length
   - 4.03 Other
5. Exhibit appropriate body language

T/III: B <u>The Learner Will Respond Appropriately to the Inappropriate Conduct of Others While Traveling</u>

1. Observe inappropriate conduct of others
   - 1.01 Aggression
     - 1.01.01 Physical
     - 1.01.02 Verbal
     - 1.01.03 Other
   - 1.02 Harassment
     - 1.02.01 Verbal
     - 1.02.02 Physical
     - 1.02.03 Other
   - 1.03 Teasing
     - 1.03.01 Misinformation
     - 1.03.02 Other
   - 1.04 Rudeness
   - 1.05 Other
2. Respond to inappropriate conduct of others
   - 2.01 Ignore inappropriate conduct
     - 2.01.01 Teasing
     - 2.01.02 Rudeness
   - 2.02 Seek assistance
     - 2.02.01 Aggression
     - 2.02.02 Harassment
     - 2.02.03 Other
   - 2.03 Avoid contact

TP III (<u>Desirable Precursors</u>)

TP/III A <u>Identify</u>: officials (bus driver; bus monitor; police; information desk; lost and found)
TP/III B <u>Discriminate</u>: "Appropriate/inappropriate" conduct
TP/III C <u>Use</u>: conveyances
TP/III D <u>Locomote</u>

T IV: GOALS AND OBJECTIVES RELATED TO HANDLING "GLITCHES"

Murphy's Law applies during travel as much as it does in the other life domains. Equipment breaks down unexpectedly, people get lost and must seek help, injuries occur, etc. Independent travel requires the ability to respond to whatever arises.

T/IV: A <u>The Learner will Respond Appropriately to Schedule Changes</u>

One of the problems that can arise involves the travel schedule. For one reason or another, schedules change: a worker moves to another shift, the bus company adds or subtracts busses, etc. Whatever causes a schedule change, the travel schedule must be adjusted so as to cope with it.

1. Adjust when conveyance schedule changes
2. Adjust when personal routine changes
   - 2.01 Work schedule
   - 2.02 Leisure schedule
   - 2.03 Other
2. Inform others when unavoidable problems cause schedule changes
   - 2.01 Vehicle breakdowns
   - 2.02 Weather imposed problems
   - 2.03 Personal errors (e.g., losing track of time)

T/IV: C <u>The Learner Will Respond Appropriately to Emergencies During Travel</u>

Machines are always breaking down, and sometimes so do people. When things like this happen steps must be taken: alternate forms of transportation must be arranged, assistance must be found, etc.

1. Respond to vehicle problems
   - 1.01 Accident
   - 1.02 Breakdowns
2. Respond to personal problems while traveling
   - 2.01 Illness
   - 2.02 Injury
3. Respond to being lost
   - 3.01 Information sources
   - 3.02 Alternate conveyances
   - 3.03 Other

TP/IV (<u>Desirable Precursors</u>)

TP/IV A <u>Identify</u>: schedule changes; when lost; "responsible person"
TP/IV B <u>Discriminate</u>:
TP/IV C <u>Use</u>: Travel procedures
TP/IV D <u>Observe</u>: routine